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ABSTRACT

This education plan sets out a vision for instruction and school development so that Chicago Public Schools, Illinois, can become the premier urban school district in the United States. It represents a year of planning and program development in the areas of human capital, professional development, the Chicago Reading Initiative, the redesign of regions, after-school, and accountability, as well as a broad planning effort designed to identify overarching themes and challenges. This broad planning effort included an analysis of trends in student and school performance, a review of research on effective schools and school reform both locally and nationally, and an agenda-setting process that brought together diverse groups of participants to discuss the central issues facing K-12 schools. The plan details eight goals: (1) building instructional capacity; (2) high quality teaching and leadership; (3) learning communities and professional development; (4) support for student development and postsecondary training and education; (5) schools as centers of communities in partnership with families; (6) strengthening existing high school programs; (7) expanded choice within neighborhoods; and (8) accountability to support improvement in all schools. (Contains 16 references.) (SM)

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An Education Plan for the Chicago Public Schools

September 2002

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Introduction

The purpose of this Education Plan is to set out a clear vision for instruction and school development so that Chicago Public Schools will become the premier urban school district in the United States. As such, it sets forth:

- Critical areas of focus and priority goals for schools and the district,
- An agenda for improvement, and
- Specific initiatives the administration will pursue over the next several years to support the goals of this education plan.

This Education Plan represents a year of planning and program development in specific areas—Human Capital, professional development, the Chicago Reading Initiative, the redesign of regions, after-school, and accountability—as well as a broad planning effort designed to identify overarching themes and challenges. This broad planning effort included a careful analysis of trends in student and school performance, a review of research on effective schools and school reform both locally and nationally, and an agenda setting process that brought together diverse groups of participants to discuss the central issues facing elementary schools and high schools.

In over 50 discussion groups, more than 300 administrators, principals, teachers, LSC members, parents, students, members of community groups and social service organizations, and members of the foundation, education and civic communities came together to discuss the central issues that the school system should be focusing on, including what works—what is working in our successful schools and what works for teachers, school communities, and families. Therefore, the Education Plan represents broad input from key stakeholders at multiple levels.

The intent of this Education Plan is to coordinate efforts and provide a common focus for school reform in one document. Thus, a critical goal is to provide a common language and framework to build broad strategies of improvement.

We hope that this document will inform the work of all stakeholders in Chicago—administrators, principals, teachers, Local School Council members, parents, university and external partners, and the civic, business and foundation communities.

Cover photograph taken by Dot Ward Photograpy

OFFICE OF THE MAYOR
CITY OF CHICAGO

RICHARD M. DALEY
MAYOR

August 23, 2002

Teachers, Principals, Parents and Partners:

With the "Every Child, Every School" (ECES) plan, Chicago begins a new era of school reform. By adopting similar standards for all of our schools, we can achieve our goal of becoming a national model for educational achievement and excellence.

ECES calls on schools to adopt consistent and coherent instructional curricula— in every subject at every grade—so that children throughout our school system will learn at comparable levels. Essentially, this plan brings all of our best practices together in one place so every principal and teacher in the system knows exactly what works and can then make it work for his or her students.

Under ECES, we will continue to build and promote the programs that work. By expanding our successful literacy initiatives and pre-school, summer school and after-school programs, we will reach more students than ever. By recruiting and retaining the best possible teachers and fostering professional development and collaboration, we will improve the quality of classroom instruction.

Our success has come from the support and active participation of parents, as well as partners in the public, private and non-profit sectors. Their involvement and community-based activities to generate local support and participation will be vital in our efforts to implement this plan and our many other educational initiatives. I am confident that ECES will enable us to offer every child in every school an education that will inspire and prepare them fully for work and for life.

Sincerely,

Richard M Daley

Mayor

John Booz

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John Booz

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Mission

The Chicago Public Schools will be the premier urban school district in the country by providing all our students and their families with high quality instruction, outstanding academic programs, and comprehensive student development supports to prepare them for the challenges of the world of tomorrow.

The World of the 21st Century

Students today face a challenging and increasingly uncertain world. They face a world that demands high levels of literacy to be successful economically and to fully participate as citizens in a democracy. They face a world in which constant technological change is shaping the skills they will need to be successful in a global community. They face a diverse world of work that increasingly values collaboration, communication, interpersonal skills, literacy, problem solving, and creativity. Graduating from high school is no longer adequate preparation for employment. All students need post-secondary education or training if they are to get a job that can provide a future for themselves and their families.

We have made great strides in the Chicago Public Schools, but we still have a long way to go. Many of our schools, even in the most disadvantaged neighborhoods, have shown that it is possible to build effective communities where adults are engaging students in learning, developing their fullest capacities, and securing their futures. Successful urban schools provide a comprehensive education that combines quality instructional programs, high expectations for student achievement, and social and academic supports.

Vision

The Chicago Public Schools must lead the nation, as it has in over a decade of school reform, in taking on new challenges and continually raising expectations. All of our students must have equal access to effective schools that provide strong instructional programs, high quality teaching, and student-centered learning environments. Schools must prioritize instructional programs that build a strong foundation for success. Schools must further work to develop school environments that engage students in developing aspirations, identifying talents and motivating them to do well in school. Involving families as partners in their children's education is also a critical part of the school environment. Additionally, throughout their school careers, students must develop technological proficiency. At the early childhood, primary, intermediate, middle, and high school levels, schools must provide differentiated learning experiences that meet individual student needs while maintaining high expectations. Students must demonstrate competency in basic skills in all content areas and proficiency in applying knowledge and skills to solve problems and effectively evaluate and communicate results. All students must set goals beyond high school. Therefore, the Chicago Public Schools will provide high levels of social and academic support so that students are prepared for higher education, careers, and citizenship.

Over a Decade of Education Reform: What Chicago Schools have accomplished so far . . .

Since 1988, Chicago Public Schools have been engaged in one of the most sustained reform efforts in the country. The 1988 School Reform Act established local control of schools through the election of parents, community members, and teachers to local school councils. Local School Councils received considerable authority to select a principal, approve school improvement plans, and approve the school's discretionary budget. This first wave of school reform was credited with improving many schools through parental involvement, innovation, and school-based reform efforts. Many schools, however, remained stagnant. Additionally, the system as a whole suffered from financial problems, decaying buildings, and labor unrest.

In 1995, a second wave of school reform was initiated by the state legislature. The mayor of the city, Richard M. Daley, was given power to appoint a new school board and Chief Executive Officer. The new administration balanced the budget, improved the school system's bond ratings, and paid much needed attention to renovating schools and school properties. New schools, annexes, and additions were built to relieve overcrowding. On the education front, the new administration focused on instituting strong accountability measures for schools and students, ending social promotion, and expanding after-school, summer school programs, and early childhood education. These reforms contributed to continued improvement in the performance of students and schools.

Key accomplishments include:

Accountability as a catalyst for educational improvement—holding principals, teachers, parents, and schools responsible for results

- Under-performing schools placed on academic probation and given intensive support.
- Social promotion ended and specific promotion requirements for the 3rd, 6th, and 8th grades, as well as new high school graduation requirements implemented.

Extensive academic support

- Summer school and after-school programs provided academic support.
- New transitional framework for English Language Learners.
- Special needs student inclusion expanded and supported.

Expanded social skill and student development support

- After school programs developed in elementary and high schools.
- Sports programs—both intramural and interscholastic—expanded.
- Comprehensive health curriculum and vision programs established.

A focus on Early Childhood

- Tuition-based pre-school program developed.
- Early Childhood programs expanded significantly.
- Early Childhood programs recognized by the American Medical Association.

School options and academic program diversity

- Magnet programs developed in school clusters.
- Options increased for all students—career and military academies, small schools, International Baccalaureate programs and advancement placement courses.

Emphasis on the importance of teacher and staff professional development

- Alternative certification and National Board Certification efforts recognized.
- Mentoring and induction of new teachers initiated.
- Leadership development for principals, assistant principals, and administrators established.

Partnership with families and communities to promote academic achievement

- Local School Councils received training and support.
- New and innovative partnerships with the community, the business world, faith-based organizations, museums and other public/private agencies achieved.

Fiscal responsibility and stable labor relations

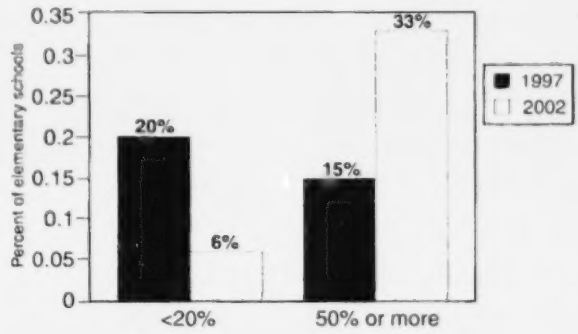
- Balanced budgets for six years.
- Improved bond ratings achieved.
- $3.1 billion invested in building 17 new schools, four replacement schools, 30 new additions to existing buildings, and 27 new annexes.
- No work stoppages.

Applauding Our Accomplishments While Recognizing New Challenges

Over a decade of education reform has laid a strong foundation for the Chicago Public Schools to deliver on its promise of providing quality education for all students. There has been much progress, but there is still a long way to go. There are four central challenges facing the school system.

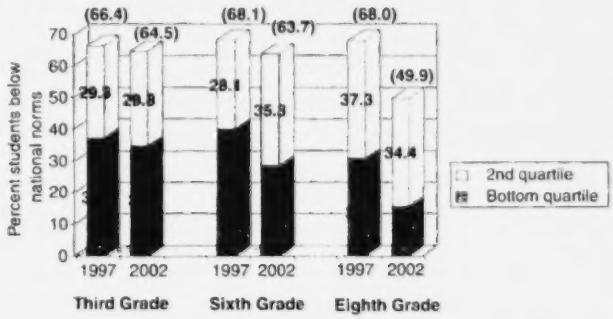
1. **All schools must make progress and excellence must be the norm not the exception.**
   CPS has made significant efforts in reducing the numbers of very low performing schools through strong accountability programs. The number of low performing schools dropped from 20% in 1997 to 6% in 2002 (Graph 1). Many schools have made significant progress. The number of elementary schools with over 50% of students reading at national norms doubled between 1997 and 2002 (Graph 1). At the same time, many other schools have been stagnant. Of schools in 1997 that had greater than 20% of their students reading at national norms, half have made substantial improvements in their reading scores, and half have shown little improvement.

Graph 1: **Declining Number of Very Poorly Performing Elementary Schools**
(ITBS)



2. **Chicago schools need to raise expectations and increase the number of students who reach and exceed standards.**
   Between 1997 and 2002, the percentage of Chicago students in grades 3-8 whose reading achievement scores place them in the bottom quartile on national norms has declined substantially (Graph 2). Yet, particularly in the primary grades, there has been less progress in raising the proportion of students who are reading above the second quartile (above national norms). Although the progress has been substantial, not even the schools that have been improving can be fully satisfied. This problem is vividly illustrated in our ISAT results (see ISAT Results for 2001 on page 5). The ISAT is a standards-based test that measures how student achievement compares to standards for what students should know and be able to do. In the third and fourth grade, approximately 20 percent of Chicago students demonstrate limited knowledge and skills in the basic content areas. By seventh and eighth grade, the proportion of Chicago students who lack the most basic skills declines, particularly in reading and social studies. But across the grades, the largest problem facing Chicago is that most of our students are below standard, meaning that they demonstrate basic knowledge but cannot effectively apply skills to solve problems. Our instructional programs cannot consign our students to the second quartile—having the basics but not being able to demonstrate the problem solving and application abilities increasingly important for their future.

Graph 2: **More Progress in the Upper Grades in Lowering the Bottom Quartiles**
(ITBS Reading)



Note: 2002 data is preliminary. The bottom quartile includes percentiles 1 through 25 and the 2nd quartile includes percentiles 26 to 50.

3. **No Child Left Behind introduces broader accountability with serious implications for schools.**
   New federal No Child Left Behind legislation introduces broad and high stakes accountability for all schools. Under the new law, the district must ensure that all staff meet "highly qualified" standards and schools must ensure that all

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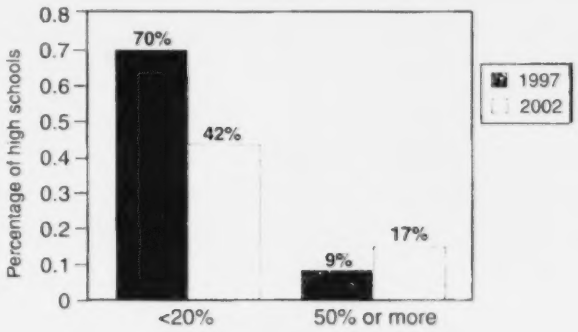
students are making adequate yearly progress, including students receiving special education services, English Language Learners, and members of all ethnic and racial groups. All schools must ensure that they are working to develop concrete plans to support struggling students. Chicago schools must embrace these requirements and use them as an opportunity for further improvement.

4. **Despite progress, many neighborhood high schools continue to struggle.**

Since 1996, the number and diversity of programs for high school students has increased dramatically. The district opened six new regional magnets and two military academies. New charter and small high schools provide students with an opportunity to select smaller learning environments. Students also have more choices within their neighborhood high schools, from the rigorous International Baccalaureate programs to new career, language, technology, and fine arts academies that provide career-oriented programs with post-secondary linkages. The general high school program has been strengthened. All students must take a sequence of courses that prepare them for college and participate in service learning, advisory, and career preparation to support their development. But not all high schools have made sufficient progress (Graph 3). The percentage of high schools with very low performance remains high. Many neighborhood high schools have experienced declining enrollment and dramatic increases in the percentage of students in special education. Progress in reducing dropout rates has been slow—over 40 percent of 13 year olds do not complete high school by age 19.[1] In addition, Prairie State results (page 5) demonstrate substantial weaknesses in student performance in the core content areas. Less than 30 percent of Chicago eleventh graders met state standards in mathematics, science, and social studies.

Graph 3: **Despite Progress, There Remains Many Low Performing High Schools**
(TAP)



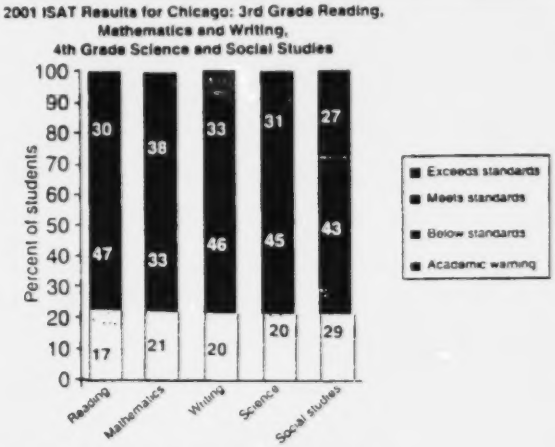
High schools by percentage of students reading at national norms on the TAP

[1] Allensworth Elaine and John Q. Easton (2001) *Calculating a Cohort Dropout Rate for the Chicago Public Schools.* Consortium on Chicago School Research, Chicago, IL.

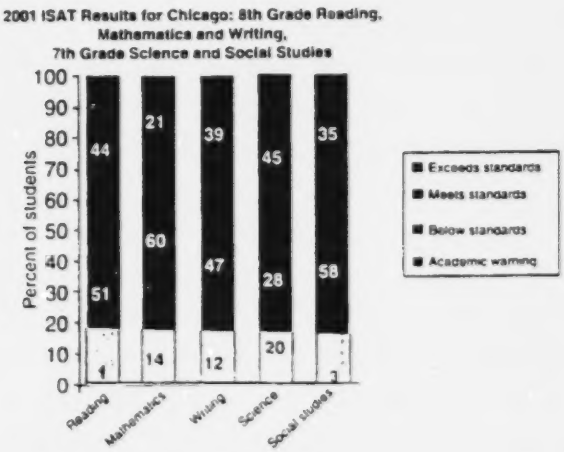
ISAT (3rd - 8th) and Prairie State (11th) Results for 2001

- **Academic warning:** Student work demonstrates limited knowledge and skills in a subject. Because of major learning gaps, students apply knowledge and skills ineffectively.
- **Below standards:** Student work demonstrates basic knowledge and skills. Students apply knowledge and skills in limited ways.
- **Meets standards:** Student work demonstrates proficient knowledge and skills. Students effectively apply knowledge and skills to solve problems.
- **Exceeds standards:** Student work demonstrates advanced knowledge and skills. Students creatively apply knowledge to solve problems and evaluate results.

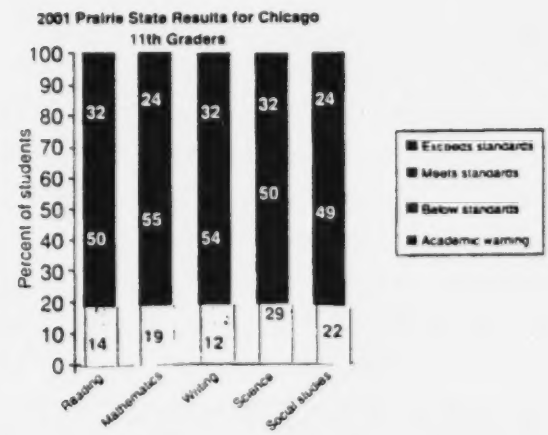
Third and Fourth Grade ISAT Scores



Seventh and Eighth Grade ISAT Scores



Eleventh Grade Prairie State Scores



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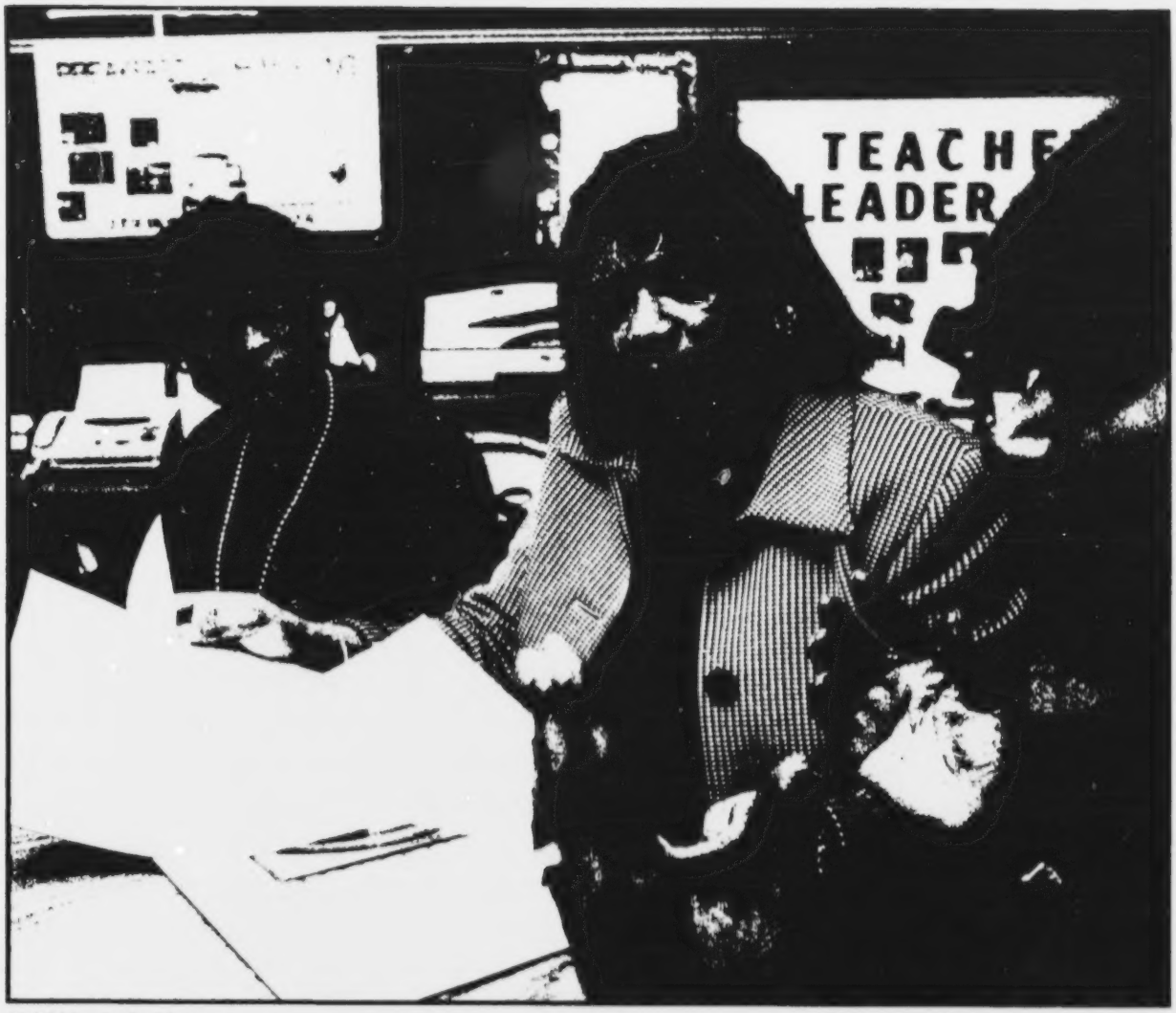

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Meeting the Challenges:
A Focus on Building Capacity

Meeting these challenges requires that CPS develop new capacity at the classroom, school, and district levels to ensure that all students are provided **superior instructional programs and supportive school environments** that will allow them to meet standards and develop high aspirations. In a decentralized school system, the central administration's role will be to provide strong leadership, an infrastructure of support, and strong systems of accountability. The administration will focus on eight specific goals aimed at developing new capacity in leadership, teaching, and in families and communities.

GOALS OF THE EDUCATION PLAN

1. **Building instructional capacity.**
   CPS will provide students with differentiated, engaging, and challenging curriculum and strong instructional programs in early childhood, primary, intermediate, middle, and high school grades. CPS schools will develop students' basic skills, ensuring that students have high levels of literacy, mathematics, and science proficiency and the writing, technological and problem solving skills that they need to reach standards and be successful in today's economy and society.

2. **High quality teaching and leadership.**
   CPS will develop innovative and rigorous approaches to recruiting, developing, supporting, retaining, and rewarding high quality teaching and leadership. Principals and teachers in Chicago schools will be recognized as leaders in their field.

3. **Learning communities and professional development.**
   CPS schools will have strong communities of learning where teams of teachers work with the principal and other school staff to create a work and school environment of problem solving, innovation, reflection on practice, and collaborative professional development to design and implement effective instructional programs.

4. **Support for student development and post-secondary training and education.**
   CPS schools will be student-centered environments that provide the relationships, experiences, and support that students need to form and realize high aspirations. CPS classrooms will be safe and orderly environments necessary to promote learning. Graduation from high school and participation in post-secondary training and education will be the goal for all CPS students. Students will be engaged throughout their school careers in after-school and enrichment activities that support engagement in school, identification of talents, and aspirations for the future.

5. **Schools as centers of communities in partnership with families.**
   CPS schools will work in partnership with families, local school council members, community agencies, universities, and the civic and business communities to promote student achievement and the development of child-centered neighborhood and community oriented schools.

6. **Strengthening existing high school programs.**
   CPS will place a high priority on strengthening and broadening existing improvement of neighborhood high schools and the development of a wide range of programs to provide all students with high quality secondary schooling and prepare students for college, work, and citizenship.

7. **Expanded choice within neighborhoods.**
   All CPS students and families will be able to choose from a range of high quality options for elementary and high schools close to their home. Efforts to support creative, innovative, research-based schools across the city will be intensified.

8. **Accountability to support improvement in all schools.**
   CPS will develop a comprehensive system of accountability that supplies data to schools to measure improvement on a broad array of indicators. The accountability system will provide benchmarks for school performance and yearly progress of students. Additionally, accountability will build effective systems of supports, rewards, recognitions, and interventions.

Instructional Framework

What Do We Mean By Strong Instructional Programs and Supportive School Communities?

Effective Instructional Programs Require a Focus Within and Across Classrooms

In urban classrooms, teachers often face a range of student abilities and behaviors, and students often come to the classroom with limited basic skills and large gaps in their knowledge and experience base. There are two challenges facing CPS teachers—First, how can we ensure that all our students are building the basic skills they need to be successful at each point in their school careers? And, second, how can we ensure that our students are being exposed to the kinds of instruction and content that will allow them to meet standards that are appropriate for their grade, going beyond the basics to be able to apply concepts? One teacher alone in a classroom cannot build an effective instructional program. It requires teachers and leadership working together to build common practice across grades and content areas. **The complexity of the task facing Chicago teachers makes it even more paramount that all teachers are using rigorous and structured approaches to instruction that we know lead to growth in achievement for all students.**

LEVEL 1: WITHIN CLASSROOMS

Instruction begins with strong standards-based curriculum and a strong concept of goals for that classroom—what students should know and be able to do by the end of that year. But, the craft of teaching is about organizing the learning process so that it gets students from where they are to that goal. Regardless of the content areas, there are six building blocks of effective instructional programs within classrooms.

Standards-based Instruction

Standards-based curriculum: Quality instruction begins with clear goals in all content areas for what students need to achieve and curriculum that is aligned with those goals.

Instructional Frameworks

Instructional frameworks: Quality instruction requires that teachers have a research-based framework for how instruction should be organized in ways that promote student learning of the content areas (the teacher follows the CPS reading framework which emphasizes time on word knowledge, fluency, writing, and comprehension as critical to developing reading skills).

Instructional Time

Maximum instructional time and positive learning climate: Quality instruction ensures that instructional time is organized so that it maximizes time for learning and creates a supportive, orderly, and caring classroom environment.

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Engaged learning: Students are active learners in the classroom, working in groups and in self-directed learning. Teachers use technology and project-based learning in the classroom. Teachers frequently check understanding and guide student work. Teachers present topics in multiple ways and structure lessons so that strong students are moving forward while struggling students receive extra attention and support.

Challenging assignments: Challenging classroom assignments require students to construct knowledge through interpretation and/or analysis instead of simply recalling pieces of information. Assignments ask students to draw conclusions, explain, and support their answers, and relate the assignment to their daily lives.

Assessment: Quality instruction continually assesses student progress toward goals, checking understanding, adjusting instruction, and intervening as needed, with clear goals and expectations communicated to students and parents.

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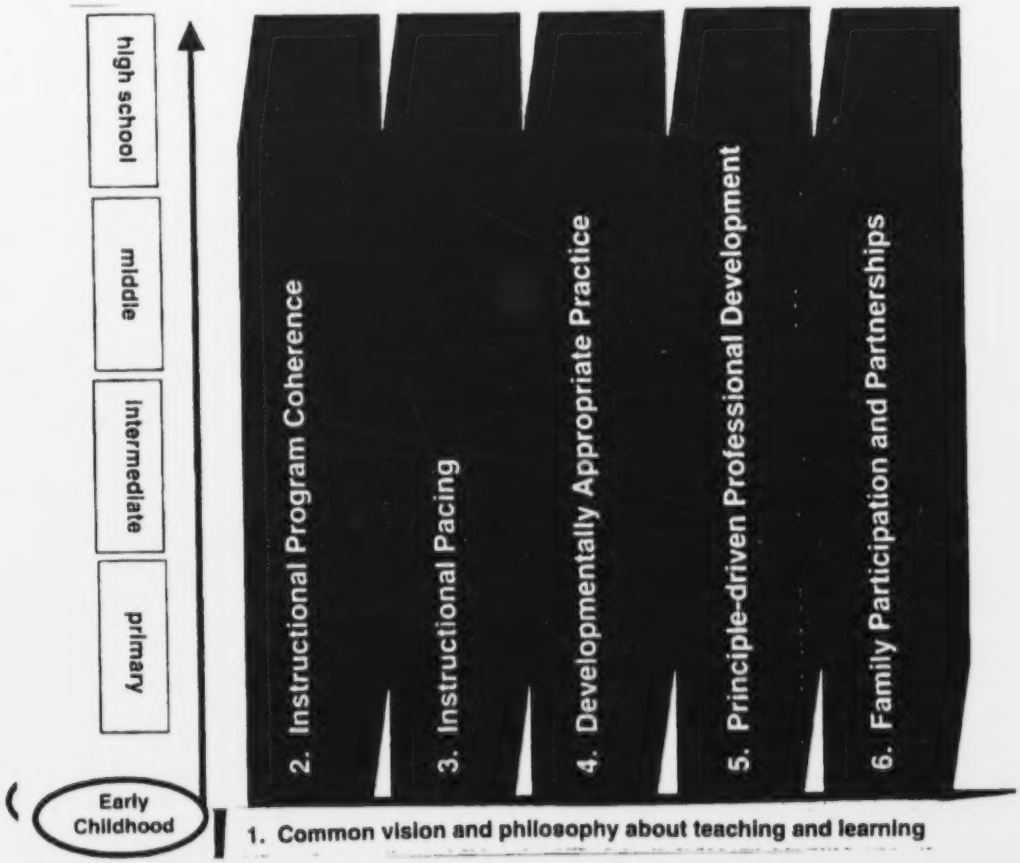
LEVEL 2: ACROSS CLASSROOMS

Quality instructional programs cannot, however, be built in isolation. Quality instructional programs are built when principals, teachers, leadership teams, LSC members, and parents work together to build effective instructional programs within and across grade levels. Six critical areas of development are:



1. **Common vision:** Principals, teachers, staff, LSC members, and parents share a common vision and philosophy around instructional improvement for all students, measure progress on those goals, and align all programs and resources around those goals.
2. **Instructional program coherence:** Teachers adopt standards-based curriculum across grades, common pedagogy, and common assessment systems. Teachers work within and across grades to develop curriculum and evaluate practice and student progress. (See page 11).
3. **Instructional pacing:** The curriculum is organized so that students are being exposed to grade level material and assignments are organized across grades so that teachers build on prior work and move students on to more complex intellectual work.
4. **Developmentally appropriate practice:** The school has a developmental framework that lays out how instruction and classroom environments need to change to meet students' behavioral, developmental, and educational needs.
5. **Principle-driven professional development:** Principal and teacher leadership teams work together to choose and design professional development so that it is aligned with the instructional program and school goals, and meets standards for high quality professional development.
6. **Family as partners:** Administrators and teachers communicate and involve families in supporting their children's learning. They partner with parents in communicating academic expectations so that families can support the school's instructional program and understand their child's progress.

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The Importance of Instructional Program Coherence

Research finds that students are able to increase their achievement at higher rates when their experiences within and across grades connect and build upon one another. Students become more motivated and feel more competent when they understand how what they are learning in one classroom is related to what they learned before, allowing them to gain a sense of mastery and motivation to meet new challenges.

While different schools can make different choices, the important goal is to have all teachers in the building on the same page and building on each other's work. Instructional program coherence begins with articulation within and across grades about what is taught, how it is taught, and how learning is assessed. Newmann, Smith, Allensworth, and Bryk (2001) define a coherent instructional program:

> "A common instructional framework guides curriculum, teaching, assessment and learning climate. This framework combines specific expectations for student learning with specific strategies and materials to guide teaching and assessment. . . . More specifically,
>
> - Curriculum, instructional strategies, and assessment of students are coordinated among teachers within a grade level.
>
> - Curriculum and assessment of students proceed logically from one grade level to the next and offer a progression of increasingly complex subject matter rather than repeating rudimentary material previously taught.
>
> - Key student support programs, such as tutoring, remedial instruction, parent education and opportunities for parental involvement are aligned with the school's instructional framework."

Fred M. Newmann, Bets Ann Smith, Elaine Allensworth and Anthony S. Bryk (2001) *School Instructional Program Coherence: Benefits and Challenges*. Chicago, IL: Consortium on Chicago School Research.

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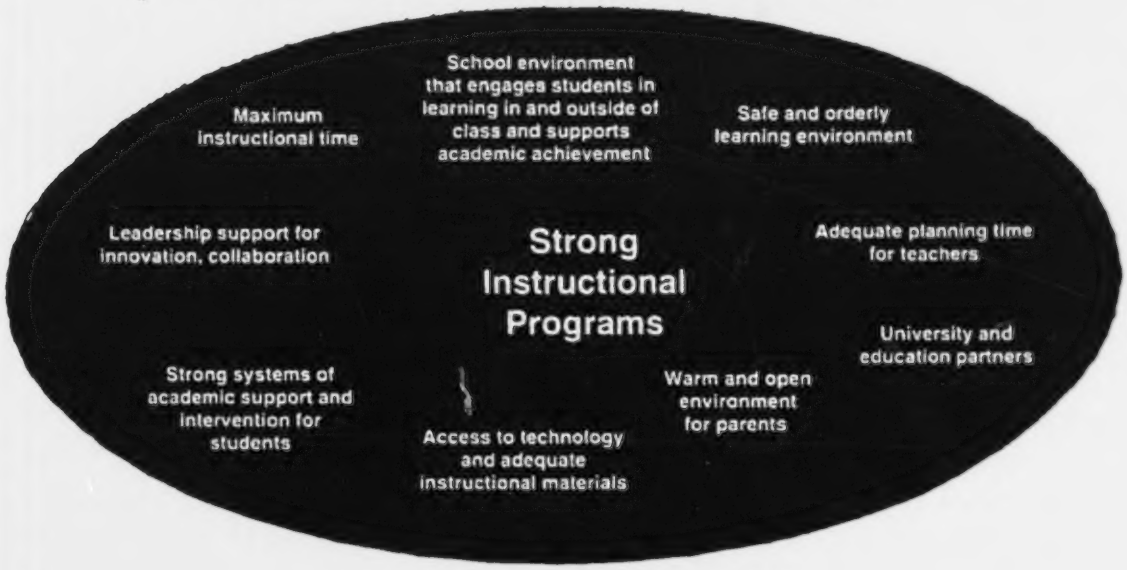
LEVEL 3: STRONG INSTRUCTIONAL PROGRAMS


School environment that engages students in learning in and outside of class and supports academic achievement
Maximum instructional time
Safe and orderly learning environment
Leadership support for innovation, collaboration
Strong Instructional Programs
Adequate planning time for teachers
University and education partners
Strong systems of academic support and intervention for students
Warm and open environment for parents
Access to technology and adequate instructional materials

A School Environment that Supports Effective Instructional Programs:

- **Instructional Time:** The school day and year is organized to maximize instructional time for all students.
- **Engaging school environment:** The school creates an academically enriching environment that promotes ac- demic achievement by providing a strong library, literacy and cultural activities, technology centers, an engaging and warm visual and physical environment, and a range of opportunities through clubs and competitions so students may be engaged in learning and achievement within and outside of the classroom.
- **Safe and orderly learning environment:** The school environment supports the academic program by creating an environment of order and safety, strong positive behavioral expectations for students, and support for teachers in addressing students' physical and socio-emotional health and other needs so that all students come to class ready to learn.
- **Adequate planning time:** The school provides adequate planning time for teachers both within and across grades to develop curriculum, examine student work and progress, collaborate with each other, and construct instructional frameworks and practices.
- **University and educational partnerships:** The school strategically engages in university and education partnerships to provide on-going opportunities for teachers and develops a climate of on-going learning and research-based practice.
- **Warm and open environment for parents:** The school creates an open environment that invites parents to participate in the school's activities, communicate with teachers, and be involved in their child's education.
- **Access to technology, classroom libraries, and instructional materials:** The school provides adequate and appropriate technological capacity and support so that teachers can integrate technology into the curriculum and the classroom. The school's budget provides adequate resources for teachers to purchase books and materials, and includes classroom libraries.
- **Strong systems of academic support:** The school has a coherent system of identifying students who are struggling both academically and behaviorally, working with parents and teachers to identify problems and come to solutions, and providing the academic support and social and academic intervention students need to progress.
- **Leadership support for innovation:** School leadership supports innovation and collaboration by providing teachers resources and time to develop the instructional program and try new ideas. The principal and teachers work together to identify university and professional partners that can support the school instructional program.

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John Booz

GOAL 1: BUILDING INSTRUCTIONAL CAPACITY

CPS will provide students with differentiated, engaging, and challenging curriculum and strong instructional programs in the early childhood, primary, intermediate, middle, and high school grades. CPS schools will develop students' basic skills, ensuring that students have high levels of literacy, mathematics, and science proficiency as well as the writing, technological, and problem-solving skills that they need to reach standards and be successful in today's economy and society.

Key Initiatives 2001-2002:

- Year 1 of the Chicago Reading Initiative (See page 20)
- Planning for region reorganization

Forthcoming Initiatives:

- Year 2 of the Chicago Reading Initiative (See page 20)
- Region reorganization into instructional areas with instructional support teams
- Professional development for school wide and system-wide leadership:
  - -Content specialist
  - -Instructional leadership
  - -Teacher leadership
  - -Executive leadership
- New initiatives in mathematics and science
- Instructional support for technology integration within schools
- Increases in early childhood program slots
- Training in reading assessment for teachers
- Additional reporting systems to schools and parents through the Grow Network (See box on page 16)

A central focus of the administration is to support the development of strong instructional programs in all schools. The initial focus is on reading. All schools must be implementing the Reading Initiative, infusing reading across the curriculum, and ensuring that teachers are trained in using the Chicago Reading Frameworks in every content area. Teachers in the early grades, in particular, must be trained in assessing reading skills and using assessment results. Beginning next year (2002-2003), the system will be adopting similar strategies for technology, science, and mathematics. Regardless of content areas, building instructional capacity is grounded in aligning all of the work in the school around developing a core instructional program and supporting achievement.

Effective Strategies for Increasing Instructional Capacity Begin by Organizing the School Around Instruction and Student Performance

Instructional leadership	The principal and leadership team organize the school around academics and student achievement, model a collaborative work environment, and build leadership capacity in staff, students, and families.
Coherent curriculum	Teachers work together to coordinate a standards-based educational program within and across the grade levels and content areas.
Data-driven practice	The school analyzes student performance data and reviews student work and progress to plan the instructional program and assess school-wide progress. Teachers use all relevant testing data to inform their own teaching strategies.
Adequate planning time and resources	Teachers meet frequently to plan lessons, assess student progress, evaluate instructional strategies, develop strategic approaches to meeting the needs of students with special needs and English Language Learners, and participate in professional development. The principal provides adequate resources for high quality instruction—including professional development, instructional materials, and various forms of technology for all classrooms, libraries, and laboratories.

Principle-based professional development	Professional development plans are linked to the school improvement plan and district goals. Professional development occurs regularly—based on the central goal of building a learning community. Professional development is teacher-driven and meets the principles of professional development.
Time on task	The school maximizes instructional time by implementing an efficient schedule. All available minutes in the school day are focused on delivery of instruction and hands-on learning. Time on task is stressed within all lessons and assignments to help achieve a high level of student engagement.
Academic supports	Teachers use early identification and research-based intervention to assist students who are not progressing. The school has strong tutoring, after school, and parental support programs to promote success in school.
Technology	Teachers regularly use technology to enhance teaching and learning. Teachers use technology to improve classroom management, communication, collaboration, and instruction. All staff accepts the challenge to become proficient in the use of job related forms of technology.
Accountability	All school, area, and central office staff set high expectations for student achievement and their own performance. They hold themselves, and each other, accountable for the progress of the students they teach. All staff assesses their work with respect to the SIPAAA and district-wide goals.

What is the Grow Network?

Beginning in the fall of 2002, the Grow Network will produce more accessible reports on student performance. The Grow Network provides clear and effective tools for principals, teachers, and parents.

- ✔ Teachers in grades 4-9 will receive customized reports in print and on the web that include classroom and student-level ITBS skills analyses. The Grow Network's skills analysis breaks down the questions on the ITBS into the specific areas that the test measures, reports the average percent correct in concrete categories, and identifies specific strengths and weaknesses based on these results. In addition to these skills analyses, teachers will also receive overall performance information for each student and skill-level comparisons to students throughout CPS. Principals will be provided school-level reports.

- ✔ On their customized web accounts, teachers, principals, and instructional leaders can also access a range of tools to identify and address student needs and to conduct ongoing assessments in each skill area. In this way, educators can regularly assess and monitor their students' growth in key math and reading topics throughout the year.

- ✔ Starting in the spring of 2003, parents will also receive detailed reports that explain how their children performed on the ITBS, analyze their children's strengths and weaknesses, and present ideas and resources to help their children grow.

GOAL 1: BUILDING INSTRUCTIONAL CAPACITY—
School and District Level

Effective strategies for increasing instructional capacity begin by organizing the school around instruction and student performance:

Key strategy	What schools should be doing	How the district will support these strategies
Develop leadership for instruction (Instructional Leadership)	• Principal organizes his/her day to devote maximal time to instruction and team development. • Leadership teams, vertical teams, and grade level teams work together to design instruction. • The school breaks down isolation: principals and teachers regularly observe classrooms and co-teach. • Lead teachers provide support in critical areas such as reading, mathematics, and technology.	• Area instruction support teams provide strong instructional support for schools. • University and education partnerships provide additional instructional development support. • District provides instructional leadership training for principals, teachers, and school leadership teams. District collaborates with the Chicago Teachers Union and Chicago Principals and Administrators Association in joint programs and in supporting the Vaughn Graduate Program for Teacher Leadership.
Adopt coherent frameworks and standards-based curriculum (Coherent Curriculum)	• The school adopts curriculum and developmental frameworks and builds instructional programs that provide appropriate standards-based instruction and coherence in all content areas. • The school effectively implements the district's reading, writing, mathematics, and science frameworks.	• District provides instructional frameworks for reading, writing, mathematics, and science. • District develops system-wide curriculum initiatives in reading, mathematics, and technology. • District provides professional development opportunities in core content areas and in cross-discipline training in reading, mathematics, and technology. • Reading specialists and university partnerships provide additional support in stagnant and/or low performing schools.
Develop data-driven practice (Data-Driven Practice)	• Teachers use assessment and data to group students for instruction. • Teachers are regularly learning appropriate student assessment strategies and how to incorporate resulting knowledge of student learning into their teaching. • Teachers meet regularly to review student work and progress. • Teachers use data to evaluate curriculum and plan instruction accordingly.	• District provides professional development support in assessing reading. • District provides data systems to schools to monitor student and school-level progress and inform instruction.
Provide time and an infrastructure of support for teachers to work together (Adequate planning time)	• School teams have adequate planning time and adequate resources for program development and materials. The school establishes teams, committees, norms, and routines that allow teachers to work together and break down isolation. • Teachers work together to develop effective approaches to meeting the needs of students with diverse learning styles and special needs, as well as English Language Learners.	• Districts works to promote extended day and reduce district level demands to promote time for teachers to work together. • Professional development and area instructional officers focus on working with leadership to develop professional community (See Goal 3).

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Key strategy	What schools should be doing	How the district will support these strategies
Invest in principle-based professional development (Principle-based Professional Development)	• The school has a professional development plan in which activities are directly linked to improving student performance. • Professional development programs enable entire staff to coordinate curriculum within and across grade levels to provide coherent and developmentally sound programs. • Each teacher has an individual professional development plan derived from the school's plan. • The school provides adequate resources for professional development activities. • The school uses university and education partnerships to provide high quality professional development.	• District provides principles for professional development and strong systems of professional development opportunities for teachers (See "Principles of Professional Development" box on page 34). • District supports the development of university-school partnerships. • District sponsors programs to build instructional capacity at the school and system level. • See Goal 3.
Increase time on task (Time on Task)	• Students receive a minimum of two hours of reading/writing instruction and one hour of mathematics instruction a day. • Teachers develop strong classroom rules and processes to minimize disruptions, reduce set up time, and increase time on task. • The school community places instructional time as the highest priority and works to reduce disruptions.	• The district minimizes activities that take away from instructional time. The school and testing calendars are organized to maximize time for student learning.
Develop strong academic supports for students and parents (Academic Supports)	• The school identifies students with reading, learning, and behavioral difficulties early and implements strong systems of intervention. • The school provides ongoing academic support and tutoring. • The school regularly communicates with parents about expectation and progress of their children and ways to support their children's education. • The school supports students who are English Language Learners transition from the bilingual program into the general educational program.	• District provides funds for after school, strategies for parental support, and support for early intervention. • District provides high quality summer school to provide effective academic support for students.
Integrate technology into the curriculum (Technology)	• The school uses technology to supports active learning • The school will integrate technology into the curriculum, enhancing the ways in which students can learn and ensuring that all students are technologically literate.	• District ensures that all schools have adequate and appropriate technological capability. • District provides strong training and support in the integration of technology in the curriculum. • District infuses technology into system wide initiatives on reading, mathematics, and science.
Make accountability a core focus (Accountability)	• Principals, teachers, LSC members, and parents develop a common vision and philosophy around instructional improvement. The school measures progress on that goal. • Professional development activities and time are used to facilitate teachers' reflection on practice and assessment of their own teaching. • Professional development involves teachers in examining school wide achievement. The school community regularly meets to discuss performance and plan accordingly.	• District incorporates assessment of the schools' instructional programs and professional development activities in principal evaluation. • See Goal 8.

Instructional Time: It's Everyone's Business

The Chicago Reading Initiative mandates that all students receive 2 hours of literacy instruction per day. Increasing time on task and ensuring that adequate time is allocated for instruction is stated in this Educational Plan as a key strategy for creating effective instructional programs. Why is attention to instructional time so important? The simple reason is that research shows that instructional time spent is positively associated with greater student learning, particularly among low performing elementary school students.

The Chicago Public Schools allocates 300 minutes for instructional time a day for a total of 900 hours of instruction per year. This is a very tight schedule and even if students receive 300 minutes of instructional time a day, schools may find that many students may need extra instructional time. The district's use of after school and summer school programs is intended to increase this academic time for students. But, research in Chicago finds that many practices erode instructional time during the school year. First, the district practices erode instructional time through the timing and amount of standardized testing and its handling of special activities and projects, such as when buildings are painted, scheduling of fire drills, etc. Instructional time at the school level is often additionally reduced through the scheduling of many special activities, assemblies, and parties, as well as administrative responsibilities. Field trips, guest speakers, special book fairs, or school wide assemblies to increase school spirit may be enriching to students but have costs in taking away time on task. Instructional time is further reduced when the school environment is not orderly. When students do not get to class on time or attend regularly, or when teachers are interrupted during class time for frequent announcements, the learning time of all students is reduced. Indeed, a study by BetsAnn Smith found that the combination of district activities and school special days and interruptions can reduce instructional time by over 300 hours a year. (Smith [1998])

Teachers can also erode instructional time by not organizing their classrooms so that students understand regular routines, there is little set up time, and the class day is structured such that students move from activity to activity seamlessly. Smith found that in poorly managed classrooms students received almost half of the instructional time allocated.

Smith, BetsAnn. (1998). "It's About Time: Opportunities to Learn in Chicago's Elementary Schools." Chicago, IL. Consortium on Chicago School Research.

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The Chicago Public Schools Reading Initiative

The CPS Reading Initiative is designed to ensure that all students have access to high quality instruction in reading. The initiative has six major focus areas:

- A uniform instructional framework for teaching reading consisting of four major components: word knowledge, fluency, comprehension, and writing;
- A mandated 2 hours of literacy instruction (reading and writing) per day in elementary and high schools and a focus on literacy instruction in all content areas;
- Extra supports and reading specialists for schools with low performance or lack of progress;
- Development of high quality professional development opportunities for teachers and leadership teams in reading instruction and implementation of the literacy framework;
- New materials and assessment tools, and extra supports for all schools; and
- Alignment of after school, tutoring, athletics, and community and pre-school programs to ensure that literacy instruction is a core component of all extra-curricular activities and that all teachers are trained and implement the reading framework.

Year 1: 2001-2002: A focus on the 114 lowest achieving schools:

Year 1 focused on dissemination and training in the reading framework and in providing support for low performing schools. Key highlights of the Reading Initiative in Year 1 were:

- ✔ Substantial dissemination of the reading framework. All principals received training and materials in the reading framework. The framework was disseminated through substantial public relations and internal informational campaigns.
- ✔ Highly qualified reading specialists were assigned to 114 of the lowest achieving elementary schools and functioned as a core team in reading, receiving ongoing training, coaching, and mentoring throughout the year.
- ✔ All K-3rd grade classrooms received classroom libraries that contained grade appropriate books.

Year 2: 2002-2003 Building on the success of Year 1:

Year 2 will focus on increasing support to all schools and providing high quality professional development in literacy. Key initiatives in Year 2 will include:

- ✔ ***Advanced Reading Development Demonstration Project:*** 40 schools that have been identified as not having persistent improvement in reading scores have been invited to partner with a university and obtain a reading specialist. The university partnerships and reading specialists will bring together networks of schools who receive intensive support in training teachers in assessment, in implementing the literacy framework, and in literacy-based curriculum development.
- ✔ ***Summer School Reading Institute:*** Beginning in the Summer of 2002, the Reading Institute provides 1,200 teachers who are teaching in CPS Summer School with intensive staff development in reading. Participating teachers work in 10 cohorts to improve knowledge and skills of teaching reading, focusing on the four key components of the Chicago's Reading Initiative's Reading Instruction Framework. Cohorts are led by a reading specialist and a National Board Certified Teacher. Cohorts meet afternoons, 12 hours per week, for a total of 60 hours of professional development. Cohort leaders visit the classrooms of participating teachers during the morning to extend professional development time and provide modeling, feedback, and coaching. Institute leaders will develop curriculum materials to serve as a research-based best practice resource book that will be used to train all reading specialists.
- ✔ ***Instructional Leadership Training:*** Beginning in the Summer of 2002, leadership in schools with reading specialists are brought together in cohorts for four days of training. The training brings together principals, assistant principals, and reading specialists to study instructional leadership and plan ways to more effectively develop their literacy initiative. Cohorts are brought together for additional four days of training during the school year. Training is sponsored by CLASS and the Office of Professional Development.
- ✔ ***Summer Teachers Leadership Academies (STARS):*** Non-probation schools send a team of teachers and their principal for a week long training on building professional community, improving instruction, and managing change. Teams receive follow-up training throughout the school year. The program is jointly sponsored by the Chicago Teachers Union and the Office of Professional Development.
- ✔ ***Leadership training for high schools around reading:*** During the summer of 2002, all high schools send a team of leaders in the content areas and the principal to 8 days of training and planning in implementing the literacy framework and developing reading strategies in the content areas. Teams continue to receive follow-up support during the school year.
- ✔ ***Instructional Areas (See box on page 21):*** During the 2002-2003 school year, instructional officers and their staff provide additional support and accountability for schools in implementing the Reading Initiative. Instructional officers set goals for literacy for that year and monitor progress along those goals. Area instructional teams receive intensive training during the summer of 2002.
- ✔ ***Secondary Reading Endorsement Program:*** During the 2002-2003 school year, the University of Illinois at Chicago provides support for teachers in cohorts of 30 to obtaining their reading endorsements.
- ✔ ***Reading Intervention for Schools on State School Improvement list:*** 179 schools identified as needing improvement by the state under No Child Left Behind are being provided reading specialist support, funding for tutoring and family literacy, and professional development in reading assessment.

Supporting Instructional Improvement: Reorganizing Regions into Instructional Areas

Focusing on instruction and on increasing the instructional capacity of the Chicago Public Schools requires that the central administration provide more direct support for schools in implementing instructional programs, the goals of this education plan, and in pursuing the development of quality instructional programs and supportive school environments. It requires a decentralization of central office and a reorganization of the relationship between central office and schools so that school-district relationships are about instruction first.

Beginning in the 2002-2003 school year, the six existing regional offices will be reorganized into instructional areas. The primary mission of the instructional office is to support schools in improving instruction and building accountability for staff and the school leadership teams.

Each area office will be led by an instructional officer who will be in charge of two teams—an instructional support team and a management support team. The instructional support team will be comprised of a group of highly qualified instructional leaders with content expertise in reading, mathematics, and technology. The instructional support team will be charged with providing:

- Assistance in implementing initiatives within the reading and mathematics framework.
- Assistance in implementing the goals and strategies outlined in the education plan.
- Instructional coaching and mentoring.
- Support for building professional learning communities at the school level.
- Organizing study groups for common problems and providing common professional development activities.
- Analyzing student data and monitoring of school improvement plans.
- Planning and monitoring of the implementation of district level initiatives.

The new organization will emphasize:

- Use of formative and summative data for continuous monitoring of instruction.
- A system of reciprocal accountability that emphasizes the mutual dependence of the school and leadership team.

Instructional officers will conduct regular instructional walk-throughs and will meet regularly with leadership teams to evaluate progress on goals. The instructional teams are intended to increase both support and accountability for instructional improvement. The instructional officer in each area will be responsible for monitoring and evaluating principals and submitting ongoing reports on schools. All area instructional officers will report to the Chief Education Officer.

To ensure that the instructional officer is able to concentrate on issues directly related to teaching and learning, day-to-day operations unrelated to instruction will be assigned to a director of management support who will report to the instructional officer. The director of management support will be responsible for day-to-day operations such as facilities management, transportation, and day-to-day resolution of issues related to Board policies and procedures.

Each instructional area was designed so that it brings together a diverse group of schools based on school performance, and racial/ethnic and socio-economic diversity. Instructional areas were designed to provide attendance/choice areas to be in compliance with the No Child Left Behind Act. Instructional area offices will serve as sites for professional development, joint school meetings, and community-wide activities.

During the summer of 2002, an Executive Instructional Leadership Institute will provide all instructional officers with training in instructional leadership and in implementing the Chicago Reading Initiative. Instructional officers will receive thirty-five hours of professional development during the summer of 2002 and ten days of intensive follow up training during the school year.

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GOAL 2: HIGH QUALITY TEACHING AND LEADERSHIP

CPS will develop innovative and rigorous approaches to recruiting, developing, supporting, retaining, and rewarding high quality teaching and leadership. Principals and teachers in Chicago schools will be recognized as leaders in their field.

Key Initiatives 2001-2002:

- CPS runs a year long planning effort around Human Capital
- Timely employment offers guaranteed to high quality candidates
- Recruitment programs redesigned
- Expanded support of alternative certification programs for principals and teachers. New Leaders for New Schools begins. Expanded recruitment in Teach for America and Golden Apple GATE with an emphasis on mathematics and science
- Summer Fellows program begins for "teachers in training" with university housing and placements in the Chicago Public Schools

Forthcoming Initiatives:

- Development of career ladders
- Expanded early job offer guarantees
- Redesigned and expanded induction programs
- Expanded alternative certification training programs, including Troops for Teachers
- New alternative certification program in special education
- Supports for high needs schools in attracting and retaining high quality candidates
- Expanded recruitment programs with emphasis on partnerships with and recruitment from high quality universities, and alternative certification programs
- Improvement in enrollment predictions to support staffing projections and early job offers
- Redesign of the principal selection and training process
- Innovative housing supports for new teachers
- Expanded training programs for LSC's engaged in principal selection

The goals of this education plan cannot be met without ensuring the Chicago Public Schools have high quality leadership from administrators, principals, assistant principals, and teachers. Teacher content knowledge, quality of educational background, and instructional training are strongly associated with the level at which their students learn. In urban environments, principals and teachers play particularly important roles because for many urban students they are the most educated adults in their lives. Students see the benefits of education when principals and teachers model the skills that students themselves will need in today's society. Students witness the benefits and joys of learning when teachers are learners themselves, leaders in their building, and model problem solving, collaborative teamwork, and technological sophistication.

Effective human resources strategies begin and end with leadership:

Principal Selection	LSCs work with the school community to establish strong standards to select the best instructional leaders and do an exhaustive search for the highest qualified candidates using all available resources.
Principal as Instructional Leader	The principal organizes the school around instruction, holds teachers and students accountable, and provides high quality professional development for all staff.
Recruitment	The principal utilizes timely recruitment to build a highly qualified and diverse team that brings expertise in subject matter, instructional skills, technology, and social and emotional development of students.
Induction	New teachers participate in induction programs. The school provides additional mentoring and instructional support, ensuring retention.
Talent Management	The school is a learning community where principals and teachers are engaged in ongoing professional development (See Goal 3).
Teacher Leadership	Teachers play leadership roles in the schools in curriculum, professional development, and mentoring of new teachers. Teachers' experience and expertise are rewarded, recognized, and supported.

GOAL 2: HIGH QUALITY TEACHING AND LEADERSHIP— School and District Level

Effective human resources strategies begin and end with leadership:

Key strategy	What schools should be doing	How the district will support these strategies
Choose high quality leadership (Principal selection)	• Local School Councils participate in training, begin early recruitment and screening, and obtain best practice support (PENCUL and Principals Assessment Center) in selecting leadership for the school.	• District continues to develop LSC training. • District ensures a diverse high quality pool of principal candidates through aggressive recruitment. • District continues to support LAUNCH and alternative paths to principalship (New Leaders for New Schools). • District improves the 1019 process to develop effective eligibility criteria aligned with CPS school leadership standards and assessed by the Principal's Assessment Center.

Key strategy	What schools should be doing	How the district will support these strategies
Develop instructional leadership (Instructional Leader)	• Principal models life long learning by investing in ongoing professional development. • Principal allocates adequate time for classroom visitation and provides instructional support for teachers, as well as common planning time.	• District supports principals in participating in high quality training for instructional leadership. • Area instructional officers provide on-site support for principals and for professional development for leadership in their area.
Place a high priority on recruitment (Recruitment)	• Principal utilizes opportunity for student teaching and university relationships to establish recruitment pipeline. • Principal makes early recruitment a priority and develops rigorous process for screening and hiring candidates. • Principal plans effectively and works with teachers to anticipate new staffing needs.	• District designs a program for schools to hire qualified candidates in a timely fashion. • District develops training options within the system (student teaching, Chicago Urban Leadership Academy, National Teachers Association). • District recruits aggressively from high quality education schools and expands alternative certification to ensure increasingly qualified pool. • District provides special support and training programs in high needs areas. • District provides special programs and support for high needs schools.
Focus on retaining and developing new teachers (Induction)	• Principal and teacher leaders place a high priority on mentoring and supporting new teachers and providing extra support for professional development. • Principal and teacher leaders provide early observation and intervention for new teachers. • The school places high priority on new teacher participation in district and area wide induction programs.	• District expands induction programs for all new teachers, focusing on socialization to profession, networking, mentoring, and training. • District provides induction programs that develop pedagogical inquiry groups for new teachers in their content areas.

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Key strategy	What schools should be doing	How the district will support these strategies
Develop talent (Talent Management)	• The school is a community of life long learners, developing professional community (See Goal 3). • Principal and teachers have professional development plans and pursue ongoing professional development. • Teachers are encouraged to join professional organizations and participate in teacher networks across schools. • Teachers are supported in pursuing additional education, certification, and National Board Certification. • Teachers are supported in trying out innovative ideas, applying for grants, and developing interdisciplinary or cross-grade level projects. • The school recognizes teachers with awards, publication of teacher successes, and other means.	• District provides a range of high quality principle-based professional development opportunities for personnel and supports teacher networks. • District provides opportunities and support for additional teacher education, certification, or specialization. • District works in collaboration with foundations and civic organizations to provide a range of recognition programs and opportunities for teachers to develop and test new ideas. • District provides opportunities and support for additional principal education and certification. • District encourages and rewards National Board Certification.
Promote teacher leadership (Teacher Leadership)	• Teachers have a range of instructional leadership opportunities in the school. • Teachers are encouraged and supported in taking of leadership roles in teacher networks, induction of new teachers, and training of other teachers. • Principal develops a professional community (See Goal 3).	• District develops a career ladder that recognizes and encourages the development of master teachers. • District provides opportunities that support the development of teacher leaders including support for the Vaughn Graduate Program for Teacher Leadership.

John Booz

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BUT DIFFICULT TO DRIVE.
EASY TO GOVERN.
BUT IMPOSSIBLE TO ENSLAVE -

John Booz

GOAL 3: LEARNING COMMUNITIES AND PROFESSIONAL DEVELOPMENT

CPS schools will have strong communities of learning where teams of teachers work with the principal and other school staff to create a work and school environment of problem solving, innovation, reflection on practice, and collaborative professional development to design and implement effective instructional programs.

Key Initiatives 2001-2002:

- Chicago Reading Initiative provides reading specialists to 114 schools
- Chicago Urban Leadership Academy opens
- System conducts audit of all professional development funds with primary support from the Public Education Fund

Forthcoming Initiatives:

- District provides intensive professional development in literacy to principals, teachers, leadership teams, and content area specialists together with strategies to build learning communities
- National Teachers Academy opens
- District develops demonstration schools and demonstration instructional areas to provide best-practice support and training for instructional officers, principals, teachers and staff in developing professional communities
- Area instructional teams provide area-wide professional development for leadership teams

The instructional framework (See "What Do We Mean by Quality Instructional Programs?" on page 8) presented in this Education Plan introduces high standards for instruction. It means that every principal and teacher should be able to articulate:

- Their content and instructional goals for learning and how those goals in each content area are related to school and district wide goals for learning,
- Their theory (or framework) for how instruction should be organized to reach those goals and how assignments and classroom activities implement that framework and expose students to the content and types of application they would need to meet those standards,
- How their instruction in content areas incorporates the districts' literacy framework and builds core student literacy skills, and
- What assessment they are using to understand whether students are learning, and developing the ability to apply knowledge and skills to solve problems and evaluate results.

The importance of coherence and pacing also requires that each principal and teacher have a clear sense of:

- How their goals build on and contribute to what students have learned in previous grades and what students will be asked to do in subsequent grades,
- How their work in one content area relates to what other teachers are doing in that grade in other content areas,
- How their instructional frameworks, assessments, grouping, and assignment practices are coherent with a school- and district-wide approach, and
- How what they are doing in the classroom and in their professional development relates to school-wide goals for student learning.

Developing strong instructional programs requires that principals and leadership teams are frequently interacting around instruction, drawing upon each other's expertise, looking at student work, and building common practice. Thus, a key to accomplishing Goal 1 and Goal 2 is that every school in Chicago must develop strong professional communities based in reflective practice and ongoing professional development. This requires engaging teachers differently within their building – sharing leadership and focusing collective work around the key outcomes for students. As the National Board for Professional Teaching Standards states, developing learning communities requires that teachers *"take on more proactive and creative roles; engaging them in the analysis and construction of the curriculum, in the coordination of instruction, in the professional development of staff and in many other school-site policy decisions fundamental to the creation of highly productive learning communities."*[1]

The CPS administration is committed to working in cooperation with the Chicago Teachers Union and Chicago Principals and Administrators Association to support new roles for teachers and develop teacher expertise. The provision of reading specialists, the new CTU Jacqueline B. Vaughn Graduate School for Teacher Leadership, and new professional development initiatives such as the Summer Institute for High Schools around reading and STARS are all examples of initiatives that promote teacher leadership and draw upon teacher expertise (See "The Chicago Public Schools Reading Initiative" on page 20).

Building learning communities also requires doing professional development differently than it has traditionally been done. When professional development consists of a participant attending a one day workshop on an interesting topic that is not connected to any core work that teachers have been doing that year, it neither improves teaching nor serves as a mechanism for building learning communities. For this reason, the administration is strongly committed to realigning professional development under the principle that professional development must be reframed from **"something that is done to you"** to **"something everyone does to continue their learning."**

Learning Community	PD is designed to assist leadership in collaboratively discussing their work, problem solving, reflecting on practice, and taking responsibility for improving student learning.
Results oriented	PD plans and opportunities are used to establish clear goals for improving teaching and learning, provide opportunities to build knowledge, refine skills, practice new learning, obtain feedback, receive coaching, and evaluate results in terms of its impact on improving student learning.
Ongoing and continuous	PD is never an isolated activity without follow up. PD plans produce a variety of ongoing job-embedded professional development programs and opportunities to address the needs of individuals and schools at different developmental stages.
Coherent with the school's instructional program	PD programs and initiatives are aligned with school-wide goals and system level priorities and build a common language across schools and the entire system.
Data-driven	PD strengthens staff skills to use multiple sources of information to analyze the impact of instruction and programs on student learning and utilize data to determine priorities, establish plans, monitor progress, and adjust direction as required.
Student-centered	PD enhances staff understanding and appreciation for the unique gifts and talents of all students and improves staff skills in creating productive learning environments that are responsive to student strengths and needs.

[1] National Board for Teaching Standards, 2002, Proposition 5. See www.nbpts.org

Curriculum-focused	PD deepens staff knowledge in their content area and provides them with research-based instructional strategies that support improved student learning.
Accountability	Staff shares responsibility for decisions about professional development, program development, resource allocation, and leadership team design and evaluates professional development activities to build accountability.

GOAL 3: LEARNING COMMUNITIES AND PROFESSIONAL DEVELOPMENT— School and District Level

Effective strategies for using professional development (PD) to create learning communities:

Key strategy	What schools should be doing	How the district will support these strategies
Build a learning community (Learning Community)	• The school is characterized by a collegial climate and infrastructure that is conducive to adult learning. • Staff identifies clear goals for instructional development that guide ongoing work throughout the year. • The school breaks down isolation. Principals and teachers regularly observe classrooms. Teachers co-teach and present to each other. • The school presents opportunities for families and community members to be learners in their building through adult education programs and parent involvement (See Goal 5).	• District develops new demonstration schools and areas to provide PD and best practice support for schools. • Instructional officers provide ongoing leadership for instructional program development. • The district provides career ladders and encourages National Board Certification and teacher-directed PD. • The district provides support for community schools (See Goal 5). • District designs PD to support learning communities in the schools.
Focus on results (Results oriented)	• PD activities have clear purposes related to improving practice and are evaluated in terms of their impact on student learning. • PD opportunities support both individual and team instructional improvement.	• District aligns PD activities so that they are focused on supporting student learning and instructional improvement. • District creates PD programs and activities that help principals and teachers develop the knowledge and skills needed to improve student learning. • District monitors PD programs and activities at the school and system level through a regular review of design, implementation, and evaluation plans.

Key strategy	What schools should be doing	How the district will support these strategies
Make PD ongoing and continuous (Ongoing and Continuous)	• PD activities consist of continuous ongoing work that enables teachers to learn, practice, reflect, and improve their teaching. • Workshops and conferences are followed up by practice and review of classroom implementation. • The school effectively uses education and university partners to develop a climate of on-going dialogue and activity around instructional improvement.	• District designs PD programs using intensive staff development over summer with ongoing and continuous follow-up (See "The Chicago Public Schools Reading Initiative" on page 20). • District provides support for university and educational partnerships.
Focus on building a coherent instructional program (Coherent)	• PD is linked to the school improvement plan. • PD goals and activities reflect the district's priorities and goals (A focus on literacy, mathematics, science, and technology). • Decisions about PD programs and initiatives are made strategically to support staff focus, program continuity, and ongoing school improvement.	• District provides PD activities to support the implementation of literacy and mathematics framework and designs diverse programs to meet the needs of schools at all achievement levels.
Make activities in the school data-driven (Data-driven)	• Teachers learn appropriate student assessment strategies and incorporate resulting knowledge of student learning into their teaching. • PD facilitates teacher reflection and assessment of their own teaching as a tool for improvement. • PD activities enable staff to systematically assess school-wide performance and adjust curriculum and programs accordingly.	• District provides additional data reporting systems (see "What is the Grow Network?" on page 16) to support school wide analysis of student data and ongoing assessment. • District provides technology and on-site support in analyzing data through area instructional offices. • PD in literacy focuses on building teacher assessment skills • Advanced Reading Development Demonstration Project provides university and specialist support in training teachers in reading assessment.
Promote student-centered dialogue (Student-centered)	• PD activities provide opportunities for educators to enhance their understanding of the students they teach using research-based knowledge of human development. • PD activities provide opportunities for teachers to enhance their understanding of research-based learning theories and their practical applications in the classroom. • PD activities provide opportunities for teachers to become deeply knowledgeable about the communities they serve and the implications of children's cultural assets and needs.	• District provides PD support so teachers develop an understanding of developmentally appropriate practice for their content area and age group of students served. • District incorporates the importance of building environments of support that are caring as core components of learning communities.

Key strategy	What schools should be doing	How the district will support these strategies
Align PD with Curriculum (Curriculum-focused)	• Professional development enhances the knowledge of teachers and leadership in content areas and how to teach them. • Professional development activities enables entire staff to coordinate curriculum within and across grade levels to provide coherent and developmentally sound programs.	• New induction program provides pedagogical inquiry groups for new teachers in their content areas. • District provides leadership training for high schools in reading and mathematics and training for leaders in content areas in implementing district frameworks. • Mathematics and science initiatives provide new frameworks and curriculum supports. • District supports ongoing learning and development of content specialists in the following areas: Reading, Mathematics, Technology, Early

Note: This goal draws from the Principles of Professional Development working committee from the Professional Development Audit.

John Booz

Childhood, and English Language Learners.

Professional Development Principles

Improving Learning for All Students and Staff

Professional development is effective when it demonstrates its impact on the ultimate goal—**improving student learning**. It supports high quality teaching, learning, and leadership by helping participants build knowledge, refine skills, practice new learning, obtain feedback, and receive coaching support. In order to effect a significant cultural change, professional development must be reframed from **"something that is done to you"** to **"something everyone does to continue their learning."** Effective professional development is . . .

Content

- ✔ **Curriculum-focused:** Deepens staff knowledge of the subjects they teach and provides them with research-based instructional strategies that support improved student learning
- ✔ **Student-centered:** Enhances staff understanding and appreciation for the unique gifts and talents of all students and improves staff skills in creating productive learning environments that are responsive to student needs
- ✔ **Data-driven:** Strengthens staff skills to use multiple sources of information to analyze the impact of their instruction and programs on student learning and utilize data to determine priorities, establish plans, monitor progress, and adjust direction as required

Process

- ✔ **Coherent:** Aligns professional development programs and activities with school-wide goals and system-level priorities and builds a common language across schools and the entire system
- ✔ **Continuous:** Produces a variety of on-going, job-embedded professional development programs and activities to address the needs of individuals and schools at different developmental stages
- ✔ **Results-oriented:** Establishes clear goals for improving teaching and learning, provides opportunities to build knowledge, refine skills, practice new learning, obtain feedback, receive coaching, and evaluates results in terms of their impact on improving student learning

Context

- ✔ **Learning Communities:** Develops professional communities that work collaboratively to help adults discuss their work, problem solve collectively, and reflect on their practice, and take responsibility for improving student learning
- ✔ **Shared Leadership:** Identifies and supports skilled teachers and administrative leaders who utilize principles of adult learning and change management models to transform classroom instruction and organizational performance

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GOAL 4: SUPPORT FOR STUDENT DEVELOPMENT AND POST-SECONDARY TRAINING AND EDUCATION

CPS schools will be student-centered environments that provide the relationships, experiences, and support that students need to form and realize high aspirations. CPS classrooms will be safe and orderly environments necessary to promote learning. Graduation from high school and participation in post-secondary training and education will be the goal for all CPS students. Students will be engaged throughout their school careers in after-school and enrichment activities that support engagement in school, identification of talents, and aspirations for the future.

Key Initiatives 2001-2002:

- 50,000 more participants in after school programs, funding for after school programs increased, schools provided discretion in design of after school programs, After School Counts serves over 130,000
- Mayors' Summer Jobs and Summer Initiative focusing on music, sports, and the arts serving over 15,000 high school students
- After School Matters, a partnership between CPS, Chicago Park District, and the Chicago Public Libraries expands serving over 5,500 students
- Over 12,000 freshmen participate in new summer school program to obtain necessary credits to be on-track
- Freshman with very low ITBS scores receive double periods of reading and mathematics
- Evening School program provides juniors and seniors options for additional credits in 18 schools
- College Excel continues providing 3200 juniors and seniors an academic and work based education support system including course enrollment on local campuses, technical training in career paths, and work experience in over 14 technical, community, and local colleges
- College Bridge continues providing highly qualified and motivated juniors and seniors the opportunity to take college courses for credit in 10 four-year colleges/universities and 7 City Colleges

Forthcoming Initiatives:

- After school initiatives continue to expand at both elementary and high school levels
- After School Matters extends to 24 high schools by the spring of 2002-2003, serving 7,600 students
- Service learning prioritized at both the middle and high school grades
- Planning initiatives around student development and high school dropout
- New initiatives between Chicago Public Schools and local colleges to help students transition successfully into college and increase college-readiness among CPS graduates
- Partnerships are expanded with community agencies to improve support for high school students in planning and preparing for college and careers

A focus on student development is important for three reasons. First, research consistently documents that effective school environments combine quality instructional programs and high expectations for student achievement with strong personal supports and attention to developmental needs. Second, a student's ability to access the benefits of high quality schools requires that children come to school ready to learn and able to participate in the school community. At a minimum this requires that students have their basic health needs met and are in stable and safe home communities. Finally, a focus on student development is critical if CPS is to reach the goal of ensuring that students graduate from high school and have access to post-secondary training. Test scores are important because they signify that students are building the critical skills they will need to be successful. But test scores are only a means to an end. The end must be outcomes that provide meaningful pathways to success in the economy and society. Students' skills must translate into graduating from high school and post-secondary college or other training.

Support for post-secondary begins in elementary school with a focus on student development:

Social, Emotional, and Physical Health Needs of Students	The school works to ensure that all students come to school "ready to learn" and develops an approach to building social and emotional skills of students and reducing negative behavioral outcomes.
Connection and School Engagement in the School and in the Community	*In school:* The school environment is safe, orderly, and focused on learning. Classroom environments are characterized by warmth and support. Instruction attends to increasing student motivation. Teachers and other adults build strong relationships with students and engage students in leadership and other roles. Families are involved as partners in their children's education. *In community:* The school connects students to their communities through service and active learning.
After School	Students should have the ability to choose from a range of high quality after school programs that foster academic improvement and social development: tutoring programs, technology-based programs, leadership and talent development, athletics, cultural enrichment programs, and recreation.
Supports for Academic Success and High School Completion	Students and their families are provided high quality academic supports at all grade levels to ensure success in school including tutoring and academic supports in the classroom, summer programs, and options for high school graduation (See Goal 6).
Post-Secondary Linkages	Every student, upon completing high school, will have a plan to attend college, receive additional training, or be linked with agencies to ensure success after graduation.

GOAL 4: SUPPORT FOR STUDENT DEVELOPMENT AND POST-SECONDARY TRAINING AND EDUCATION— School and District Level

Support for post-secondary begins in elementary school with a focus on student development:

Key strategy	What schools should be doing	How the district will support these strategies
Ensure social, emotional, and physical health needs of students are met (Behavioral and physical health)	• The school has a system of assessing and monitoring basic student health status (eye, ear, asthma), and using community and district resources to ensure that basic student health and stability needs are met. • The school leadership team develops school-wide approaches to increase positive behaviors, improves attendance, identifies early intervention, and meets social-emotional needs. New teachers are supported in identifying and developing classroom management skills.	• District enhances Health Services Management data system to better document and track student health status and services. • District supports health needs through expanded vision and hearing screening and helping to enroll families in public health insurance (*Family Care).* • District supports schools in developing behavioral management approaches and in training teachers.

Key strategy	What schools should be doing	How the district will support these strategies
	• Teachers integrate curriculum and activities to develop social and emotional skills of their students into the core instructional curriculum.	• District develops coherent approaches to increasing attendance, reducing mobility and promotes community, health, and social service agency relationships with schools • District provides early screening and intervention through early childhood education programs. • District provides CPS Youth Outreach Program to address the social and health needs of students and provide safe environments.
Promote connection and engagement of students (Connection and Engagement)	• Teachers develop consistent rules and expectations, communicate these to students and families, and enforce rules consistently. • Staff works to develop a culture of high expectations for students. Parent-teacher and student-teacher interactions are structured so that they build student motivation including using frequent feedback and positive approaches to assisting families and students in meeting standards. • The school rewards and recognizes diverse student accomplishments and contributions. • The school uses parents and volunteers effectively in building adult relationships and supports for students. • The school works to integrate city-wide academic activities with their core instructional programs. • The school provides a range of service learning, student volunteer, leadership and extracurricular opportunities to develop leadership, talent development, and investment in the school as a community. • The instructional program connects student work in school to cultural, community, and civic issues and involves students as active learners in their communities.	• District supports the development of more effective service learning, career learning, and advisories. • District offers programs to students that engage them in community-based and nationally-based activities (CLOSE UP Washington, American Youth Summit for students serving on LSCs). • District uses community resources to enhance schools and support the instructional program of the school (libraries, museums, park districts, cultural groups). • District develops a strategic approach to breaking down the barriers that impede student involvement in activities, including issues of transportation, building usage, and other logistics.
Provide high quality after school programs (After School)	• The school provides students with high quality, standards-based after school programs in both the elementary school and high school.	• District funds after school initiatives and works with community, governmental, and other organizations to increase after school and out of school activities for students.

Key strategy	What schools should be doing	How the district will support these strategies
	• The school uses community agencies, parents, and volunteers effectively to foster diversity in program offerings.	• District develops strong standards for after school programs. • District leads city-wide strategy so that all after school and enrichment activities support the development of literacy skills. • District involves teachers in the development and coordination of after school so that after school supports the school instructional programs and individual student needs and enriches the academic program.
Ensure students receive academic support and options to complete high school (Support for Academic Success)	• The school develops a strong system of monitoring and support for students to ensure that retention rates are minimized, high school students do not fall behind in credits, and students get extra supports in subjects they are struggling with. • The school develops teacher capacity to implement IEPs, and train and support teachers in using effective instructional approaches in classrooms to support students with special needs. • The school uses teacher leaders to develop appropriate approaches to identifying students with special needs and working with specialists to provide supports for teachers, families and students. • The school supports strong school-based leadership teams where teachers have a common planning time and can collaborate to address diverse learning styles so that they can deliver quality instruction to all students.	• District enforces promotional requirements at 3rd, 6th, and 8th grades with effective school year supports and summer programs for struggling students. • District provides effective special education supports and professional development to teachers in meeting diverse needs within classrooms. • District provides extra supports for high school students who are struggling, including expanded freshman year curriculum in reading and mathematics, mandatory summer school for freshman who fail courses, extra tutoring, and evening courses. • District provides a range of options for completing high school (See Goal 6). • District provides professional development and alternative certification supports for schools in addressing special education staffing needs (See Goal 2).

Key strategy	What schools should be doing	How the district will support these strategies
Provide links to life beyond CPS (Post-secondary linkages)	• The school creates internships and career learning opportunities. • The school effectively uses advisory, career preparation classes, and counseling to develop student aspirations and qualifications for college. The school assists students and their families in preparing for college and in the application and choice process. • The school monitors and develops internal accountability around high school dropout, academic progress, and college and post-secondary attendance.	• District facilitates K-16 partnerships. • District holds College Summit. • District establishes a scholarship database. • District provides staff development training for high school counselors around issues of college preparation. • District provides Advanced Placement, College Excel, and College Bridge programs to prepare and expose students to college life. • District monitors high school graduation rates and post-secondary participation and holds schools accountable for success.

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GOAL 5: SCHOOLS AS CENTERS OF COMMUNITIES IN PARTNERSHIP WITH FAMILIES

CPS schools will work in partnership with families, local school council members, community agencies, universities, and the civic and business communities to promote student achievement and the development of child-centered neighborhoods and community-oriented schools.

Key Initiatives 2001-2002:

- Significant increase in support for LSC elections
- Career Ladder Development Program begins providing training and internships for parents for entry-level employment opportunities
- The Virtual Classroom pre-Kindergarten begins providing video, CD-rom and web-based resources for parents, children, and teachers that are accessible at home for families not otherwise eligible for early childhood programs. All pre-school programs and Chicago Public Libraries provided with kits to loan. Over 2000 parents, teachers, and school personnel participate in training.

Forthcoming Initiatives:

- Up to 20 New Community Schools created by September 2002
- New collaboration with city agency to implement Family Transition and Support Centers for homeless families
- City-wide early education initiative begins
- Structured tuition based early childhood initiative expanded
- Family Reading Initiative begins as part of Year 2 of the Reading Initiative
- New community cable educational program begins with an initial focus on reading
- Chicago Neighborhood Learning Network is extended to provide communities lacking in technological resources with training

Great instructional programs occur when schools tap the resources of their community and draw upon the rich historical, cultural, and ethnic heritage of their families to bring new meaning to learning and engage students as active learners, problem solvers, and productive citizens in their communities. Schools cannot, however, meet the challenges facing Chicago students and the goals outlined in this Education Plan alone. Students will be able to build strong skills and realize aspirations when families and communities are working with schools to support student development and achievement. Community and public agencies, churches, neighborhood groups, and all programs that serve children in communities need to work to develop student literacy and technology skills and provide strong after-school and academic supports. Volunteers and community engagement are critical if students are to find the mentors, relationships, and supports they need to plan and prepare for post-secondary life. And, schools must be able to draw upon an integrated and effective network of social service, health, and child welfare resources within their communities to ensure that basic student needs are met. We also know that students do better when the adults in their lives are active learners, modeling investment in education, and when schools become active places of gathering and engagement for adults. Schools must work to be open to family and adult learning through promoting family education, family literacy, adult education classes, and civic engagement. Thus, an essential element of building learning communities, strong instructional programs, and support for student development is developing the school as a center of the community in partnership with families.

Effective Schools Work to Build the School as the Center of the Communities in Partnerships with Families:

Parent Involvement	Parents view schools as a setting that invites them to volunteer, become life-long learners, and be vital partners in the education of their children.
LSC Involvement	LSC members and school staff engage in a planned and structured manner that enables their children and students to meet high educational expectations.
School-Community Partnerships	Effective local partnerships with businesses, interfaith organizations, universities, city agencies, not-for-profits, and health care providers are formed to leverage all available resources to enhance academic, technological, physical and behavioral well being of the school community.
Community Schools	Schools and all aspects of the community come together with a comprehensive strategy to develop Community Schools that are open to families and community members beyond the school's day to promote learning, recreation, and wellness.
Community-Wide Educational Strategies	All community and public agencies that serve students make academic support a core focus. Community agencies use the district's literacy and mathematics frameworks and work to align to schools instructional programs. Schools work with agencies that serve children to provide cohesion and articulation in their learning experiences.

GOAL 5: SCHOOLS AS CENTERS OF COMMUNITIES IN PARTNERSHIP WITH FAMILIES— School and District Level

Effective strategies for supporting schools as an integral part of communities:

Key strategy	What schools should be doing	How the district will support these strategies
Encourage parent involvement in the education of children (Parent Involvement)	• The school facilitates high quality parent involvement. • The principal facilitates teachers reaching out to parents by offering staff development and encouraging them to invite parents to become involved in the school community. • The school provides parents with the relevant information on the school (school report card, parent handbook) and child's performance (scores, behavior, how a parent can help). • The school offers a variety of programs that encourage parents to be active learners, including GED, ESL, technology education, and literacy. • The school offers a range of learning activities that will enable parents to better support their children's education (teachers will have a parent night showing parents how to help their children do math homework).	• District develops programs to assist parents to effectively support of their children's education (Family Literacy Program, Virtual classroom/ Pre-K). • District disseminates meaningful school report cards and student-centered information for schools to disseminate to parents. • District provides high quality professional development that gives teachers skills and ideas on how to actively involve parents. • District supports Parent and Community Training Academics and supports parental education and training (Career Ladder Development Training Program, Young Parent Summit).

Key strategy	What schools should be doing	How the district will support these strategies
Allow community members to be involved in school decision making (LSC Involvement)	• Principal builds a collaborative relationship with LSC and fosters communication between the LSC, PPAC, IASA, Bilingual Committees, and the school community. • Principal facilitates the sharing of standards for effective LSCs and all relevant training available to improve member knowledge, skills, and performance. • The principal and LSC work with community organizations to identify appropriate space and provide administrative support for community involvement.	• District develops and broadly communicates standards for highly effective LSCs. • District provides LSC training designed to improve knowledge, skills, and performance. • District builds a broad city-wide coalition to raise LSC nominations and electoral participation. • Using applicable standards for effective programs, the district implements a design for LSC member mentorship. • District develops and shares a model for evaluating effective school and systemwide outcomes.
Foster relationships between schools and outside agencies in the community (School-Community Partnerships)	• The school designs standards-based plan to identify school community needs and outside resources potentially able to enhance student learning and performance, including physical and behavioral health and technological support. • The principal and LSC members identify school and community resources to form school infrastructure that supports partnerships. • The principal coordinates resources and provides information to staff on respective roles of school and community resources and effective means of coordination. • The school evaluates effectiveness of partnerships. • The principal works to establish relationships with people in the community to serve as volunteers in the school.	• District fosters further development of schools as settings in which outside entities mobilize to support academic, technological, social, health, and recreational aspects of the school population. • District develops standards for establishing, maintaining, and evaluating high quality school-agency partnerships. • District engages in a comprehensive group of city-wide organizations to mobilize, support, and fund linkages with an individual school or groups of schools (Family and Resource Support Centers). • District develops a website of agency resources to facilitate communication between school and community agencies and organizations.
Establish the school as the center of the community (Community Schools)	• The school identifies key needs of students and families that may be addressed through community-based services. • The school works with parents and key community leaders to develop internal and external infrastructure to effectively identify and coordinate services that may be provided by outside providers and maintain a safe and orderly program. • The school recruits partners to provide activities and services related to learning, recreation, and physical/social-emotional health for students.	• District develops standards that reflect effective and comprehensive community schools. • District partners with philanthropic community and business, social service, health, and governmental organizations to leverage funding and interest that will lead to coordinated partnerships with local school communities across the city. • District provides technical support to schools and community partners to foster their networking and development of Community Schools

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Key strategy	What schools should be doing	How the district will support these strategies
	• The school opens to the community and encourages adults to be active learners by providing adult education courses.	as a beacon for family involvement by keeping the building open for activities directly after school, in the evening, and on weekends.
Create alignment between the instructional program, district frameworks, and community agencies (Community-Wide Educational Strategies)	• The school works with pre-school and after school programs that serve their students to effectively support the school instructional program, student academic development, and ensure smooth pre-school–kindergarten transitions. • The school works with after-school, sports and recreation, and family support programs in the community to develop effective literacy, technology, and mathematics components and support student success in school.	• District will support a city-wide early education initiative that will develop a strategic integration of early child hood services to maximize the number of children served in quality pre-school programs and increase the quality of all pre-school experiences for students.

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GOAL 6: STRENGTHENING EXISTING HIGH SCHOOL PROGRAMS

CPS will place a high priority on strengthening and broadening existing improvement of neighborhood high schools and the development of a wide range of schools and programs to provide all students with high quality secondary schooling, and prepare students for college, careers, and citizenship

Core initiatives 2001-2002

- High school reading initiatives begins.
- New high school report card includes high school graduation, on-track rates, and post-secondary participation.
- Summer School for freshmen.
- Double period of reading for students who score in the bottom quartiles on the ITBS.

Core initiatives 2002 and beyond

- Leadership training for high schools around reading.
- New reading program begins for high school freshman "Reading in the Language Arts."
- Expanded professional development initiatives for high schools around instructional improvement in content areas.
- New instructional areas created for high schools.
- New certification programs in reading for high school teachers.
- New programs introducing flexibility in high school schedule and programming.
- New articulation programs for 8th grade students to take high school courses and high school students to take college courses.

Reducing high school dropout rates and increasing post-secondary options for students requires that all high schools in Chicago are places of excellence. A core focus of the administration is on building smaller learning communities that provide more supportive and personalized learning environment where teachers and staff can build specialized high quality academic programs. But an effective high school system requires rethinking the traditional high school. Large anonymous high school and traditional high school settings may not meet all of our students' needs.

The high school system must provide all students a range of high quality choices so that students and families can find learning environments that meet their needs: small schools, specialized academic and career oriented programs, alternative non-traditional high school options, and excellent traditional high school programs.

Eight Strategies for Creating a High School System of Quality Options and Positive Outcomes for all Chicago Students.

✔ **Create smaller high schools.** (See Goal 7).

✔ **Create more options for coursework and completion.** Existing neighborhood high schools will provide non-traditional options for coursework and graduation including evening classes, 3, 4, and 5 year high school program options, flexible scheduling, and opportunities to finish high school in community college and alternative school environments.

✔ **Expand academic support and recovery programs.** (See Goal 4). High schools will work to ensure that all freshman are succeeding, including providing extra support in reading and mathematics for students who have skills below grade level, and mandatory summer school for freshman to ensure that students are not falling behind. High schools will be provided extra support in developing effective recovery programs to provide students with opportunities to make up credits for graduation.

✔ **Provide effective alternative learning environments.** CPS will develop an effective system of specialized programs that provide a range of more supportive alternative learning environments for students.

✔ **Begin post-secondary linkages earlier.**
Education to Careers and High School Development will continue to develop focused career and academic options within existing neighborhood high schools. College and career supports will be expanded for high schools (See Goal 4).

✔ **Build support for instruction at the high school level.**
Neighborhood high schools will be grouped into small instructional areas and receive intensive academic support for improving instruction and academic programs, and increasing support for teachers in dealing with diverse student abilities and special populations. New professional development activities will provide tailored programs for building instructional capacity and instructional leadership for high schools. The district will provide more effective supports in implementing advisory, service learning, and career education requirements to support student development and the school's instructional program.

✔ **Develop a climate of innovation.**
The district will develop strong foundation, civic, university, and union engagement with high schools to infuse resources and energy into high school reform.

✔ **Build accountability for achievement and attainment.**
All secondary schools and programs will be held accountable for high levels of achievement, freshman on-track rates, graduation rates, and post-secondary participation for the 2002-2003 school year.[1]

[1] Freshman on-track refers to the percentage of freshman who accumulate enough credits to advance to sophomore status.

GOAL 7: EXPANDED CHOICE WITHIN NEIGHBORHOODS

All CPS students and families will be able to choose from a range of high quality options for elementary and high schools close to their home. Efforts to support creative, innovative, research-based schools across the city will be intensified.

A central responsibility of the school district is to ensure that all students have high quality neighborhood schools. All families in Chicago should be able to choose from a range of schools within their neighborhoods. Over-crowding, persistently low school performance, and lack of access to magnet programs all constrain the ability of families to have quality choices. A core component of efforts to improve high schools, moreover, is to make existing high schools smaller to provide more personalized and focused learning environments. The Chicago Public Schools has developed a new school development strategy to ensure that **all** families in **every** community in Chicago have quality options for their children's education.

Core Initiatives: 2001 and Beyond:

- ✔ **School conversion:**
  Existing high schools will be converted into small independent high schools under funding from the Bill and Melinda Gates Foundation. Four new small schools open in 2002-2003 as schools of choice. New small schools and new high schools forthcoming.

- ✔ **School creation:**
  - ✔ Create new 6th-12th grade schools (Michelle Clark open 2002).
  - ✔ Create new small elementary schools and high schools as schools of choice (3 new small elementary schools in former non-public school buildings).
  - ✔ Create new schools to replace low performing schools under the Renaissance program. Two schools begin planning process 2002-2003.

- ✔ **New construction:**
  - ✔ Construct new schools to support small schools philosophy using multiplex capacities (Little Village and Westinghouse High Schools begin construction).
  - ✔ Invest and strategically direct new school construction monies to reduce overcrowding (8 new elementary schools under construction).
  - ✔ Open National Teachers Academy fall 2002 to provide a professional development site of exemplary practice and demonstration (See Goal 3).

- ✔ **New innovative options within existing schools:**
  - ✔ Expand magnet programs and gifted centers within neighborhoods (One new gifted center in 2001-2002, one in 2002-2003).
  - ✔ Increase student slots in charter schools.
  - ✔ Increase student slots in contract schools.
  - ✔ Partner with the Chicago Teachers Union and other groups to sponsor neighborhood schools.

- ✔ **Improving the learning environments of existing schools:**
  - ✔ Capital improvements (New capital improvement program includes $158 million for renovations).

What are schools of choice? Schools of choice are schools in communities without strict attendance boundaries, meaning that children are not assigned to that school just because they live in the neighborhood. Students must apply. The school can also accept students from outside of the immediate neighborhood. Schools of choice do not have testing or other performance admission criteria. Student selection is done by lottery where demand exceeds slots. Current schools of choice in Chicago include all charter and contract schools. New schools created under the Gates Initiative and 4 new small elementary schools begun in 2002-2003 will be schools of choice. In areas with significant overcrowding, priority admission will be given to students from overcrowded neighboring schools.

GOAL 8: ACOUNTABILITY TO SUPPORT IMPROVEMENT IN ALL SCHOOLS

CPS will develop a comprehensive system of accountability that supplies data to schools to measure improvement on a broad array of indicators. The accountability system will provide benchmarks for school performance and yearly progress of students. Accountability will build effective systems of supports, rewards, recognitions, and interventions.

Core initiatives 2001-2002

- 60 schools recognized for improvements.

Core initiatives 2002 and beyond

- New accountability system setting benchmarks for performance for all schools, recognizing schools with exemplary performance, and categorizing schools based on their growth towards expectations and performance of their students in critical areas.
- New school report card.
- Alignment of new accountability system to meet emerging state policies around No Child Left Behind.
- New evaluation and reporting programs around district level initiatives.
- New reporting systems for principals, LSC, teachers, and parents to monitor school and student performance.
- Greater supports for schools and teachers in assessing student skills and evaluating school performance.

This education plan has laid out a clear vision for instruction and school improvement and proposed goals that the administration and schools will be focusing on in the years to come. CPS will develop new evaluation and reporting systems at the school and district level to measure progress in meeting these goals.The success of this plan ultimately depends on whether CPS improves on the outcomes that matter most for students and their families. Building on the progress the Chicago schools have made and meeting new challenges requires that CPS develop a comprehensive system of accountability. CPS will pursue a three-part strategy for improving accountability and ongoing program and instructional assessment.

Three critical strategies for building accountability around student outcomes and school performance:

- ✔ **Develop strong data reporting and support systems to schools.** The Grow Network initiative, new training in assessment, and new technical and analytic support for schools will build principal and teacher capacity to monitor the progress of students and develop instruction accordingly.

- ✔ **Develop ongoing systems of evaluation.** The CPS will develop a new system of monitoring and reporting on key indicators of teaching, quality instructional programs, professional development, student development, and community and parental involvement.
  - ✔ Reporting on teacher qualifications and new teacher retention.
  - ✔ Re-aligning school improvement plans to include progress in implementing district initiatives, in professional development, and in the development of professional community.
  - ✔ Monitoring participation and the quality of after school initiatives, service learning, and other student and community activities.
  - ✔ New reporting systems to monitor high school graduation and post-secondary participation of graduates.

- ✔ **Develop a new accountability system for school level performance aligned around five principles.** During the 2002-2003 school year, the CPS will develop a new accountability system that will focus on five principles:
  1. A focus on growth and the gains a student makes in a year as well as adequate yearly progress in the percentage of students meeting national norms and state standards.
  2. A focus on a broad array of indicators to make up a composite of performance including achievement on local and state tests in all content areas, attendance rates, graduation, and on-track rates for high school and promotion rates in the elementary grades.
  3. Benchmarks for performance that will provide incentives for **all** schools—low, middle, and high performing—to improve.
  4. Recognition and rewards for exemplary growth and high performance.
  5. Effective systems of support and intervention for schools not improving or schools with persistently low performance.

The Discussion Group Process: A description of groups and participants

As part of this Education Plan process, the Planning and Development Unit of the Chief Executive Office held over 50 discussion groups. These discussion groups brought together administrators, principals, teachers, LSC members, parents, students, members of community groups and social service organizations, and members of the foundation, education and civic communities to discuss the central issues upon which the school system needs to focus. Discussion groups ran for two hours. Participants were asked to identify the central challenges that the district and schools face, where the district and schools should be focusing our efforts, and the barriers and essential building blocks for more sustained school improvement. Discussion groups were focused on generating solutions as well as identifying problems and participants contributed their own first hand experience of what they saw working in district level initiatives, in individual schools, and in classrooms.

The majority of focus groups brought together people from different schools and departments, and internal and external participants in school reform to generate lively discussion and debate. Discussion groups also included site visits to 15 schools where groups of principals, teachers, staff, LSC members, and parents took the time to tell their stories about what progress they had made, what their priorities were in the future, and what struggles they were facing. Special discussion groups were run with teachers with union sponsorship, with groups of students, and with community groups in their communities. In the end, over 300 people participated in this agenda setting process including more than 60 central office and area administrators, 45 principals, 74 teachers, and 30 external partners. The Chief Executive Office is indebted to the people who took time out of their busy schedules to provide us with valuable input and insight. We would like to thank the following people who participated in Education Plan discussion groups, who worked on the Human Capital Initiative and who were in the Professional Development Audit.

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